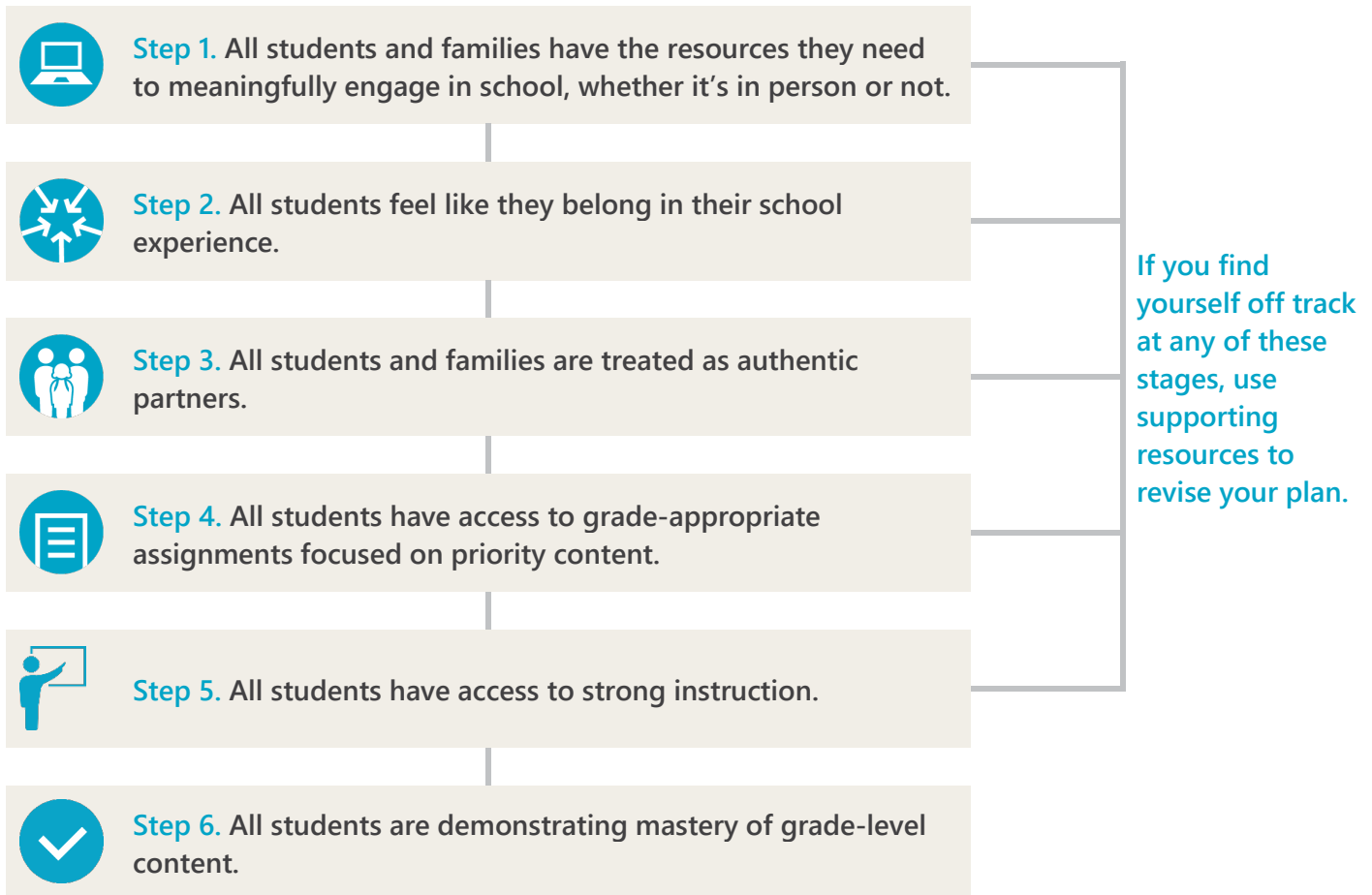# LEARING ACCELERATION GUIDE

PLANNING TOOL

TNTP reimagine teaching

TNTP reimagine teaching

Overview

This Planning Tool, a companion to the updated Learning Acceleration Guide, serves as a guide for schools and systems to evaluate and revise their learning acceleration plans now that students have returned to school, whether it's in-person or remote.

At this point in the year, schools and systems will need to ensure that they understand where they should focus their time and energy by evaluating where they stand against the following goals for accelerating learning, and then managing towards them.

Step 1. All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.

Step 2. All students feel like they belong in their school experience.

Step 3. All students and families are treated as authentic partners.

Step 4. All students have access to grade-appropriate assignments focused on priority content.

Step 5. All students have access to strong instruction.

Step 6. All students are demonstrating mastery of grade-level content.

If you find yourself off track at any of these stages, use supporting resources to revise your plan.

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Planning Tool

The following are a set of reflective questions and considerations for school and system leaders to implement and assess the effectiveness of their plans. Both the Learning Acceleration Guide and this tool are sequenced in a way that will help leaders at every level of the system prioritize the decisions and work that needs to be done to accelerate learning. Therefore, you should work through these goals in the order they are provided.

1. **All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.**

Goal	Data Source(s)	Status	Notes	Next Steps
Access to a device				
Access to the internet				
Access to safe learning space				
Access to tech support				
Attendance				
Student assignment completion				
Staffing				

If you are generally "on track" for Step 1, continue to Step 2. If not, use these resources to revisit and revise your planning.

SUPPORTING RESOURCES

- CCSSO Restart and Recovery: System Conditions Guidance Technology Key Actions Overview
- Planning for System Conditions During Reopening
- Virtual Learning Centers Toolkit
- Future Ed and Attendance Works - Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era
- Strengthening Student Attendance and Assignment Completion
- The Flamboyan Foundation's Strategies to Engage Unreached Families During COVID-19.
- Bellwether Education's Missing in the Margins – What Should Leaders Do About These Missing Students?
- Attendance Works: Strategies for Connecting with Students and Families
- Strategic Staffing During the 2020-21 School Year

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2. All students feel like they belong in their school experience.

Goal	Data Source(s)	Status	Notes	Next Steps
Student belonging				

If you are generally "on track" for Step 2, continue to Step 3. If not, use these resources to revisit and revise your planning.

SUPPORTING RESOURCES

- CCSSO Restart and Recovery Wellbeing and Connection Guidance Student Wellbeing and Connection Key Actions
- Planning for Wellbeing and Connection: Where Do I Start?
- Belonging Now: What It Takes to Create the Conditions for Belonging
- Sample Transitional Lesson Plans
- Greater Good Magazine's How to Teach Online So All Students Feel Like They Belong
- Stress and the Brain
- Building Trauma-Sensitive Schools:

3. All students and families are treated as authentic partners.

Goal	Data Source(s)	Status	Notes	Next Steps
Authentic partnership (Parent Communication)				
Authentic partnership (Teacher Contact)				
Authentic partnership (Student Experience)				

If you are generally "on track" for Step 3, continue to Step 4. If not, use these resources to revisit and revise your planning.

SUPPORTING RESOURCES

- The Flamboyan Foundation's Strategies to Engage Unreached Families During COVID-19
- Bellwether Education's Missing in the Margins – What Should Leaders Do About These Missing Students?
- Stakeholder Feedback Reflection and Planning Guide
- The Family Insights Toolkit: Strategies for Effectively Developing Family-School Partnerships in the COVID-19 Era and Beyond
- CCSSO Restart and Recovery Academics—Details on Research-Based Engagement Strategies
- Partnering with Families Virtually

4. All students have access to grade-appropriate assignments focused on priority content.

Goal	Data Source(s)	Status	Notes	Next Steps
Access to grade-appropriate assignments				

If you are generally "on track" for Step 4, continue to Step 5. If not, use these resources to revisit and revise your planning.

SUPPORTING RESOURCES

- The Collaborative for Student Success's "Curriculum Publisher Information to Support Learning During COVID-19
- 2020-21 Priority Instructional Content in Math and ELA
- Qualitative and quantitative rubrics
- Where to Focus Documents
- Math Coherence Maps
- EQuIP math and ELA rubrics
- EL Education's Approach to Adapting Curriculum for the 2020-21 School Year

5. All students have access to strong instruction.

Goal	Data Source(s)	Status	Notes	Next Steps
Access to student-specific diagnostic data				
Access to strong instruction				

If you are generally "on track" for Step 5, continue to Step 6. If not, use these resources to revisit and revise your planning.

SUPPORTING RESOURCES

- TNTP's Student Experience Assessment Guide
- TNTP's Classroom Observation Protocols
- CAST Key Questions to Consider When Planning Lessons
- Universal Design for Learning in Online Formats
- TNTP's Covid-19 School Response Toolkit
  - Supporting Multilingual Learners During the 2020-21 School Year
  - Supporting Students with Diverse Learning Needs at Home
- ELL and ELD Distance Learning Support

6. All students are demonstrating mastery of grade-level content.

Goal	Data Source(s)	Status	Notes	Next Steps
Student learning				

If you are not generally "on track" for Step 6, use these resources to revisit and revise your planning.

SUPPORTING RESOURCES

- CCSSO's Restart and Recovery, Considerations for Teaching and Learning, Academics
- Illustrative Mask Tasks
- Achieve the Core Mini Math Assessments
- Websites to Support Assessment Design & Development
- CCEE's Learning Continuity and Attendance Plans Resources and Supports